Kindergarten New Math Core Compared to the Old Math Core
DRAFT 9.10.07

Common to Both (Based on New Language)	New Core Only	Old Core Only
Standard I: Students will understand simple number concepts and relationships. **Objective 1: Identify and use whole numbers up to 30.** • Represent whole numbers using concrete, pictorial, and symbolic representations. • Order a set of up to ten objects. • Use one-to-one correspondence when counting a set of objects and develop a strategy for keeping track of counted and uncounted objects.	• Use ordinal numbers from first to tenth to identify the position of the object in the chosen order. Extension: • Whole numbers up to 30	• Manipulate objects to demonstrate and describe multiple ways of representing a number.
Objective 2: Identify and use simple relationships among whole numbers up to 30. • Estimate quantities in a set of objects using multiples of 10 as benchmark numbers. • Compare sets of objects and determine whether they have the same, fewer, or more objects.	• Compose and decompose quantities to establish a relationship between the parts and the whole. • Recognize 5 or 10 as a part of the part-whole relationship of numbers.	
Objective 3: Model, describe, and illustrate meanings of addition and subtraction for whole numbers less than ten. • Demonstrate the joining and separating of sets of objects to solve problems. • Describe the joining or separating of sets with informal language when using models. • Record pictorially the results from joining or separating of sets.		
Standard II: Students will sort and classify objects as well as recognize and create simple patterns. **Objective 1: Identify, sort, and classify objects according to common attributes.** • Sort objects into groups by attribute and identify which attribute was used. • Describe multiple ways to sort and classify a group of objects.		

Objective 2: Identify, duplicate, describe, and extend simple repeating and growing patterns. • Identify and describe simple repeating patterns with numbers and shapes. • Duplicate and extend simple repeating patterns with numbers and shapes.	• Describe simple growing patterns with shapes. • Identify simple patterns in the environment. Extension: • Duplicate and extend simple repeating patterns with *numbers*.	• Count backward from 10 to 0. • Predict what comes next in a n established pattern and justify thinking.
Standard III. Students will understand basic geometry and measurement concepts as well as collect and organize data. **Objective 1: Identify and create simple geometric shapes and describe simple spatial relationships.** • Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations. • Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house). • Use words to describe position and distance.	• Investigate two- and three-dimensional shapes including hexagons, trapezoids, spheres, cubes, and cones. Extension: • Basic shapes in *various sizes and orientations*.	• Recognize circles, triangles, rectangles, and squares in the students' environment. • Visualize how to fit a shape into a design.
Objective 2: Identify and use measurable attributes of objects and units of measurement. • Identify clocks and calendars as tools that measure time. • Identify a day, week, and month on a calendar and name the days of the week in order. • Identify pennies, nickels, dimes and quarters as units of money. • Compare two objects by measurable attributes (i.e., length, weight) and order several objects by measurable attributes (i.e., length, weight).		• Find the length of an object using nonstandard units. • Name the days of the week in order. • Sort pennies, nickels, dimes, and quarters (should be included as part of instruction for II.2.a).
Objective 3. Collect and organize simple data. • Pose questions and gather data about self and surroundings. • Organize data obtained from sorting and classifying objects.		• Represent data in a variety of ways. • Determine the likelihood of events. • Describe events encountered in books read as possible or not possible. • Describe events as likely or unlikely.